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ABSTRACT

The processes of instructional materials development and dissemination used in four Stanford Program on International and Cross Cultural Education (SPICE) projects dealing with Latin America, Africa, China, and Japan are described, and evaluative comments based on a review of the curriculum development process are made. The major purpose of the projects is to bring a global dimension to secondary level teaching. The process includes selection of content, unit development, internal and external review, revision based on feedback, and the completed unit production. Dissemination strategies include conference presentations, inservice education, general advisory services, and inter-organizational cooperation. Recommendations for improvement of the projects are: (1) setting priorities for the amount of time spent on project activities, (2) investigating the effect of more group planning during the development process, (3) understanding that formative evaluation data are of limited value as a means of ensuring that the product has overcome problems associated with actual use, and (4) identifying effective methods of dissemination and implementation. (RM)

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# SOME EVALUATIVE COMMENTS BASED ON A REVIEW OF THE CURRICULUM DEVELOPMENT PROCESSES OPERATING IN THE STANFORD PROGRAM ON INTERNATIONAL AND CROSS CULTURAL EDUCATION

(and)

# A REVIEW OF THE CURRICULUM DEVELOPMENT PROCESSES OPERATING IN THE STANFORD PROGRAM ON INTERNATIONAL AND CROSS CULTURAL EDUCATION

by

Kerry J. Kennedy

March - April 1983-

SO 015 523

# SOME EVALUATIVE COMMENTS BASED ON A REVIEW OF THE CURRICULUM DEVELOPMENT PROCESSES OPERATING IN THE STANFORD PROGRAM ON INTERNATIONAL AND CROSS CULTURAL EDUCATION

Kerry J. Kennedy

This paper is based on a review of the curriculum development process conducted by the author at the request of the Stanford Program on International and Cross Cultural Education and carried out while he was a Visiting Scholar in the School of Education at Stanford University, March - April, 1983.

Following the "curriculum boom" of the 1950's and 60's a number of people became interested in the nature of the curriculum development process as it applied particularly to development projects (Grobman, 1970; Schaffarzick and Hampson, 1975). In the early 1970's Schaffarzick and Hampson set out to study in more detail those elements in development projects that might account for the success of some and the failure of others. Their conclusions are of some interest:

> "...It is unrealistic to think about experimental comparative studies of alternative curriculum development procedures.. We should concentrate on finding ways to take better advantage of opportunities to study such procedures naturalistically.. and we should use such studies to find ways of conducting curriculum development more efficiently without sacrificing quality." (242)

These are salutary words for they remind us that the state of our knowledge about curriculum development as it takes place in development projects is in its infancy. There are no rigid formulae of prescriptions that can ensure a successful project. Curriculum development is a human rather than a scientific enterprise and it is in this context that the following comments are made.

## SPICE AND GLOBAL EDUCATION

The field of global education is in such an emergent condition that the activities of SPICE are best seen as playing a role in the continuing debate. While some see an inconsistency between area studies and global education (Greenleaf and Yeager, n.d.), others have advocated strong stances for promoting global education through the study of "international political, economic and sociocultural systems" (Lamy, 1983). A Federal government evaluation study has also indicated the difficulties that exist between the competing claims of area study centers and "the global education group" (McDonnell et al, 1981). The view of SPICE as expressed by its

Director is that "despite the obvious differences in content foci - with area studies by and large restricting themselves to their own geographic regions -, it would seem that the commonalities around an agenda of enhancing international knowledge and understanding should far outweigh the differences." The extent to which this philosophy is accepted by the global education community may depend as much on the pragmatism created by an era of scarce resources as on the conceptual and philosophical integrity of the view itself. One thing seems certain: the debate will continue and SPICE either implicitly or explicitly will have a role to play in it.

## SPICE AND MODELS OF CURRICULUM DEVELOPMENT

The curriculum development literature has indicated three broad types of curriculum development models: systematic models stressing specific planning elements that must be followed in a strict sequence (Tyler, 1949; Taba, 1962; Nicholls and Nicholls, 1978; Dick and Carey, 1978); decision-making models that emphasize the complexity of the decision making role played by individuals involved in the process (Walker, 1971; Yinger, 1980); and models that emphasize the context in which curriculum development takes place and the implications that follow from the choice of a particular context (Havelock, 1971).

Systematic models are rule driven and prescriptive. They articulate planning elements such as formulation of objectives, selection of content, task analysis, selection of learning activities, selection of evaluation devices etc. and suggest a linear sequence that must be followed at all times for all products. Historically, they have come to be associated with instructional development rather than curriculum development (Spitzer and Kennedy, 1980). Such models are not used in SPICE.

Decision-making models are idea driven and non-prescriptive. While planning elements such as those used in systematic models may be used there is no particular order in which those elements will be

considered. At the same time, broader decision-making areas such as social, political and economic constraints are also likely to be taken into consideration. An important element when using such a model is that of format: while the process of development itself may be somewhat intuitive and personalistic, the final product must appear rational and open to clear understanding by a potential user. Yet the demands of format do not dictate the nature of the development processes in systematic models. This is the model of curriculum development used in SPICE and similar approaches are reportedly used by teachers (Zahorik, 1975) and other curriculum development projects (Eisner, 1975).

Discussion of appropriate contexts for curriculum development tend to be polarized on a number of issues: location (school site vs. R&D Center); personnel (teachers vs. "experts"); and needs (real needs vs. perceived needs). At one end of the spectrum are experts working in R&D centers despatching educational materials into hostile school settings. At the other end are teachers working on school sites to deal with specific site-related needs. The most recent example of such a categorization can be found in Short (1983). It is clear that SPICE does not fit neatly into any of these categories. It does not develop products in total isolation from potential users since it involves classroom teachers at a number of stages and often uses experienced teachers as developers. I would describe the model used by SPICE as a modified research, development and dissemination model with an increasing emphasis on what has always been the most neglected part of such models, dissemination.

## THE MOST ELUSIVE VARIABLE IN EDUCATIONAL RESEARCH: TIME

When curriculum development is seen in terms of both product promotion and product development some thought needs to be given to prioritizing the amount of time project staff are to spend on each domain. Often, contract obligations are such that educational materials must be produced in limited amounts of time. In this

situation, it is clear that energy should be devoted to this end rather than product promotion. Yet all curriculum development projects, and SPICE is no exception, tend to get caught up in a variety of activities, some of which need to be evaluated in terms of priority tasks that are important at a particular point in time. These priorities will obviously change given different situations, but they should be clearly stated and understood by all concerned. Time is important in another sense. Experience has shown that product development cannot be carried out in short bursts of activity - an hour here and there. A concentrated period of time is needed for quality product development amidst the continuing activities of the projects. Blocks of time should be scheduled and set aside to be devoted to product development alone.

Time is also important in the sense that curriculum development involves more than the developing of materials. The developer must become familiar with other materials and be constantly reviewing them; professional reading in the area of specialization needs to be maintained; professional contacts need to be maintained. The use of time in this way must also be related to ensuring quality products.

There is no single method of dealing with the problem of limited time and unlimited demands. It is important, however, to be aware that it is a problem for all those involved in the curriculum development process and at times may account for either a lack of quality in a product or the lack of a product itself.

## GROUP COLLABORATION

Shaffarzick and Hampson (1975) stated that the group planning process played an important role in almost all the curriculum development projects they reviewed. Reports of other projects also indicate the importance attached to group planning (Walker, 1975; Kennedy, 1982). In SPICE, however, group planning is limited to the review process and a great deal of initial planning is done on an

individual level. Would the product development process be improved if more attention was given to group planning?

Unfortunately, it is not possible to provide a clear answer to this question. It may be that group planning processes play a more important role in developing a spirit of joint ownership over a product rather than actually increasing its quality. Of course, a growing sense of ownership and commitment may well have an indirect effect on improving a product's quality, but we simply do not know.

In seeking to test some of these relationships, the time factor involved might be an important consideration since one thing is clear: group planning processes require much more time and considerably different skills from individual planning. Since time is already a limited commodity it may simply make group planning impractical. In a recent curriculum development project in which I was involved I recommended that we abort the group planning process because of the limited amount of time available to come up with a final product. While this seemed to produce low morale amongst the unit developers, I have yet to see whether it has influenced the quality of the product.

In the end it may be a question of working out just how important it is to create for unit developers an environment that assists them to strongly identify with the goals of the project. A good place to start may be with asking the unit developers themselves.

## FORMATIVE EVALUATION: FIELD TESTS, FIELD TRIALS AND TRY OUTS

A good deal has been written about the need for formative evaluation when instructional materials are being designed (Tennyson, 1978; Andrews and Goodson, 1979; Dick, 1980). Yet there has also been a good deal that has not been written. No amount of field trials, for example, will enable a developer to be absolutely confident that her/his materials will be appropriate for all teachers and all students in all circumstances. The best that can be said is that

the materials will be appropriate for the group on which they were trialled. If this is the case, appropriate feed ack may well be obtained by asking any classroom teacher or anyone who has had classroom experience without going into a classroom at all. My main point is that formative evaluation data is of limited value as a means of ensuring that the product has overcome all those problems associated with actual use.

An important reason for persisting with field trials has to do with the domain of product promotion rather than product development. It is important for teachers to feel some sense of involvement and even though all teachers who will eventually use the product cannot experience it, the product may well gain more face validity if it can be shown that teachers have been involved somewhere in the process.

Formative evaluation of instructional materials was originally a device to ensure quality control in the production process and hence produce the "perfect" product. Yet such products in the hands of teachers undergo quite mysterious and often drastic mutations. Developers who do not recognize this are destined to repeat the curriculum development failures of the 1950's and 60's.

## EVALUATING PRODUCT PROMOTION

It is often tempting for curriculum development projects to engage in as much product promotion as possible and SPICE is certainly engaged in a wide range of activities. Yet at some time the questions must be asked, and answered: to what end and with what results? These become crucial questions when the allocation of time to specific tasks is being considered. Should project members spend time on product development or on some aspect of product promotion, the results of which may bear no relation to the amount of time involved? Until such time as the various components of the product promotion process are evaluated, answers to questions like this are difficult, for this is no way of knowing or weighing the possible

outcomes of product promotion against the claims of product development. For project members, however, it is a question to be faced from day to day.

## AFTER THE PRODUCT HAS BEEN DISSEMINATED: WHAT?

It has been shown that well disseminated products with high adoption rates often fail to get used in high schools (Fullan and Pomfret, 1977). While this phenomena has been particularly well documented in the last five years, its history seems to be much longer (McKenzie, 1964). It has been referred to as the issue of implementation, the actual use of disseminated products.

Developers have little control over the process of implementation, yet it is obviously important. What factors lead to successful implementation? How can these be incorporated into the processes related to the production of specific educational products? What is the relationship between dissemination and implementation? Some of these issues have been addressed recently by Fullan (1982) and specific methodologies have been suggested to guide inquiry (Hall and Loucks, 1977; Sabar, 1983).

Thus a crucial question for curriculum developers to consider is how to maximize the use of products in school settings. It may be the overriding question that will guide product development and product promotion in the future. In this sense it is an important question for SPICE to address in the context of its own operations. One thing is clear: there is little purpose in spending time and money on product development and promotion if the end result is non-use.

## A RESEARCH AGENDA FOR CURRICULUM DEVELOPMENT IN INTERNATIONAL AND GLOBAL EDUCATION

This is not the first agenda to be suggested for international and global education (see, for example, Torney-Purta, 1982), but it is the first to suggest that there are important elements to be studied

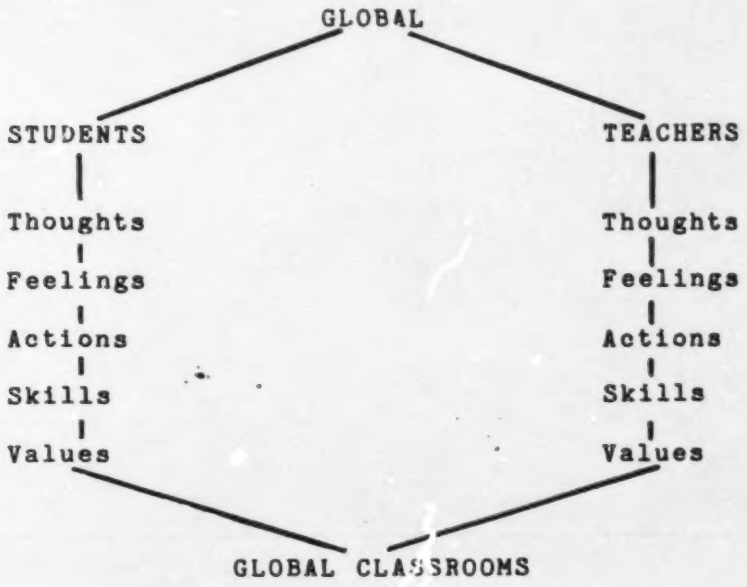
that involve both the subject matter of global education as well as the means by which that subject matter can be most effectively delivered into school settings.

Subject Matter Research

Four substantive questions could, I believe, be profitably addressed:

1. How do students become global citizens?
2. How do teachers become global citizens?
3. How do teachers create and operate in global classrooms?
4. How do students function in global classrooms?

These questions share a common bond that attempts to articulate two of the most significant variables in the educational process: students and teachers. Some accumulated information would assist global education curriculum development projects to understand both the environment and the ecology to which their products are constantly exposed. The framework for such research can be represented in this way:



Before any research program is launched, a thorough review of existing studies needs to be done and the Torney-Purta (1982) review is a good starting point. One point emerging from that review is the emphasis that has been placed to date on the use of a single research paridigm in the majority of studies. If it is accepted that the environment into which curriulum materials must go is a multivariate environment then much greater attention must be made to multimethodologiccal approaches to research in global education. The figure on the following page is an attempt to indicate how appropriate methodologies might be selected. A great deal depends on what the purpose of the research is and the use to which it is to be put.

## RESEARCH ON CURRICULUM DELIVERY

Getting the products into the hands of users (disseminations) and getting users to actually use the products after they have adopted them (implementation) are the main areas of research on curriculum delivery. Such research is believed to be generic, that is it is meant to apply to all types of innovations used by schools. This itself may be an issue that needs to be explored with respect to a phenmenon like global education. In general, however, the work of Gene Hall and his colleagures at the Research and Development Center in Teacher Education at the University of Texas, Austin is providing a lead in this work (Hall and Loucks, 1977) as is work being done at the University of Tel Aviv by Sabar (1983) and her colleagues. The classic studies carried out in the United States concerning the adoption and use of innovations by schools are the Rand Studies (Berman and McLaughlin, 1977) and more recently the Dissemination of Educational School Improvement (DESI) study carried out by THE NETWORK (Crandle, 1983).

SPICE represents in microcosm all the issues of curriculum delivery that have been examined by the above mentioned studies. A review of these studies would be useful before SPICE launched its own research agenda in this area and then issues could be defined more clearly and a research program could be more focused. It is a task well worth undertaking.

## SELECTING A CURRICULUM RESEARCH PARADIGM: A NEED FOR CONSIDERED CHOICE

| | EMPIRICAL ENQUIRY | | |
|---|---|---|---|
| | RESEARCHER DRIVEN (Often called quantitative) | DATA DRIVEN (Often called qualitative) | |
| | | CONCEPTUAL (Concepts and categories are generated by the data) | NATURALISTIC (Data suggests the multiple realities of the subject and precise categorization is difficult) |
| Purpose: | Generalizability | Generalizability or the portrayal of the unique | Portrayal of the unique |
| Data Collection: | Tests<br>Questionnaires | Observations<br>Interviews<br>Records | Observations<br>Interviews<br>Records |
| Data Analysis: | Statistics | Comparative analysis<br>Criticism<br>Ethnography | No single method |
| Reporting | Experiment | Case Study<br>Case description | Case description |
| Language | Flat | Flat or thick | Thick |

NB: Multimethodological studies do not need to include all methodologies in one study. A series of studies can employ different methodologies.

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# A REVIEW OF THE CURRICULUM DEVELOPMENT PROCESSES OPERATING IN THE STANFORD PROGRAM ON INTERNATIONAL AND CROSS-CULTURAL EDUCATION

SO 015 523

Kerry J. Kennedy

This Report was prepared at the request of the Stanford Program on International and Cross-Cultural Education as part of its ongoing attempt to evaluate and hence improve its activities. The research related to it was carried out while the author was a Visiting Scholar in the School of Education at Stanford Univerity, March - April, 1983.

BACKGROUND

Between 1973 and 1976 four pre-collegiate outreach projects concerned with international education were established at Stanford University. In one way or another, but usually through funding, each of these projects had links with the Center for Research in International Studies (CRIS) at Stanford. In 1977 these links were formalized when the four projects were brought under the administrative control of CRIS through the establishement of the Stanford Program on International and Cross-Cultural Education (SPICE). Each of the projects has maintained its distinct cultural focus representing three of the major language and study areas within CRIS: Latin America, East Asia and Africa (See Appendix A). Together, they represent a vehicle for promoting international and cross-cultural educatiton at the pre-collegiate level.

The main purpose of the projects, known as the Latin America Project, the Africa Project, the China Project and the Japan Project, is the production of educational materials that bring a global dimension to teaching. The initial emphasis was, and largely is, on having these materials used in local classrooms. Attempts have also been made to work cooperatively with other like-minded programs. Links have been made with other international education outreach programs at the University of California-Berkeley and the University of Denver at Colorado. In addition, SPICE, along with the World Affairs Council in San Francisco and the West Coast office of Global Perspectives in Education, Inc. at Oakland, has formed a consortium with the aim of cooperating in the promotion of global education.

The curriculum development processes used in SPICE are best viewed against this varied background of activities. In doing so, the twin emphases of product development, concerned with designing specific units of instruction for use in classrooms, and product promotion, concerned with the development of specific strategies that will help maximize the products' use, can be clearly discerned. They are complementary processes because they seek to provide for the installation of school programs in international education. Further, they seek to ensure that these programs will be favorably received and become part of the school's ongoing organizational activities. It seems to be a clear recognition on SPICE's part that product development in itself is unable to achieve worthwhile, long-term goals regarding international education in schools.

While both of the processes referred to above are part of a general process of curriculum development, each makes a distinctive contribution. In addition, the purpose of any curriculum development is to provide the means whereby specific subjet matter can be conveyed to learners. This review will commence, therefore, with an introduction to subject matter issues before examining the processes of product development and promotion.

GLOBAL EDUCATION AS A CURRICULUM FOCUS

Global education is transnational in character. It seeks to focus the attention of students on issues, problems and ideas that are grounded in the reality of the global community. Such a focus highlights the interdependence of nations and peoples in

their search for common solutions. Global education, it seems, has the entire world for its knowledge base.

While there appears to be few difficulties involved in conceptualizing global education, the opposite is the case when it comes to selecting the most appropriate strategies for implementing global education in schools. One problem relates to ownership: who are the global educators? Another relates to focus: does the study of issues related to a single member of the international community constitute global education?; and there is also the problem of intention: to sensitize and raise the level of consciousness about global issues or to provide a body of information and knowledge about such issues? While these questions are important, it is not the purpose of this brief review to deal with them in any substantive way. It is important, however, to be aware of them since they provide the background against which SPICE works in an attempt to provide a global focus to the curriculum.

In general terms, SPICE approaches global education from an area studies perspective. Each area makes a specific contribution to the understanding of problems and issues - whether they be historical, sociological or cultural - that may be either area specific or relevant accross areas. While most of the curriculum units produced so far have been area specific there are also examples of units that have been attempted accross areas.

Thus SPICE has recognized that area studies have a role to play in global education. Rather than be concerned with any

incongruity that such an approach might suggest to others, SPICE has used area studies to enhance and promote international knowledge and understanding. For SPICE at least it is not a question of either area studies or global education: it is a question of using the former to promote the latter.

PRODUCT DEVELOPMENT

The following diagram is an attempt to portray the generalized process of product development used in SPICE:

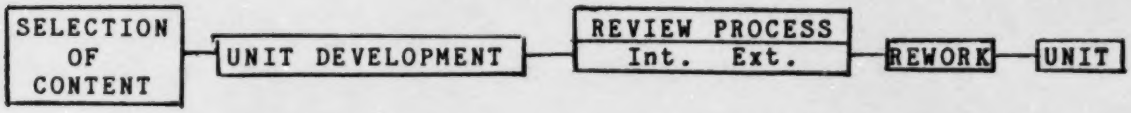



Figure 1: The Process of Unit Development Used in SPICE

While the process outlined above appears highly rational it should be remembered that it is only a representation of reality and not reality itself. A good deal of intuitive thought and action are involved. There are no set time limits on any of these stages and drafts can be reworked a number of times depending on the feedback received. Informal discussions will have taken place between the Project Co-ordinator and the Project Associate before the draft is circulated for review. Trials in classrooms might take a considerable amount of time to organize. Then come the problems of weighing and judging feedback as the reworking process begins. Eighteen months seems like a reasonable estimate from start to finish but it is an estimate only. It is not difficult to understand why product development

is best characterized as a craft rather than a science. A dash of experience, mixed with some patience and reflection, will often get results when nothing else works. The skills of the craftsperson, however, should not be underestimated.

A consideration of each of the elements referred to in Figure 1 will be helpful in articulating aspects of the product development process.

Selection of content is a collaborative process that often involves a faculty member, or members the SPICE Director and the Project Co-ordinator. In recent times the requirements of funding agencies have played an increasingly important role in determining the direction that projects will take. Once there is agreement on a broad area (for example, economics and trade) project personnel are able to explore thematic and conceptual topics linked to funding agencies requirements. It is at this point that the unit developers, themselves subject matter experts and often graduate students or teachers, exert their influence on the topic. It is their task to shape the topic so that it can be presented as a set of learning activities for students.

At times, individual projects are able to respond to current events (for example, the screening of a television show related to one of the areas) and to produce very specific materials to be used as the show goes to air. The trend, however, seems to be for a more systematic selection of content that can be related across culture areas.

Another move indicating a more systematic approach to the selection of content is related to the development of priority

theme areas for the Bay Area Global Education Program (BAGEP), the community-based consortium to which SPICE belongs. While these theme areas apply specifically to the development of teacher-designed materials through a series of Summer Institutes, they have obvious implications for SPICE. They provide a conceptual framework for global education and encourage a cross-cultural approach to curriculum development. This is often difficult to achieve with an area study approach to international education. Yet common themes and concepts, linking the diverse areas of the world represented in the area studies, may provide the opportunity for a new approach to global education.

Unit development is probably best understood against the background of each project's organizational structure. Project Coordinators are appointed to each of the projects and the amount of time each has to spend on the project is determined by the extent of funding available. In addition, Project Associates, either graduate students or sometimes a teacher, are appointed. Again the staff size of any one project will depend on funds. Thus, currently, one project has a Project Co-ordinator only while others have one or more Associates as well.

Responsibility for unit development is most often put in the hands of an individual: either the Co-ordinator or an Associate. Her/his task is to analyze the content that has been selected and make decisions concerning the best way that content can be presented in classroom settings. A wide range of decisions is made at this stage: selection of appropriate learning activities, teaching strategies, resources, the formulation of

objectives, suggested evaluation tecnniques, the provision of teacher information, etc. An anlysis of a range of materials produced by SPICE indicates that these are the important decision making points throughout the unit development process.

A single model of unit devlopment is not used in the production of SPICE materials. Those responsible for unit development, either because of their own teaching experience or because of their familiarity with other SPICE products, are aware of those elements in curriculum design that need to be considered if potential users are to make sense of the product.

When subject matter experts (as are all the SPICE team) make decisions that affect classroom teachers it is important that the practical realities of classroom life are not forgotten. Most of the program staff have had teaching experience at some level and a number have had experience in other curriculum development projects. They continue to gain experience through their constant interaction with teachers and, on occasions, students. Every attempt is made to take classroom concerns into consideration when the wide range of decisions about the units need to be made.

The review process is the means whereby the unit developer is able to seek feedback. Both internal and external mechanisms for draft material review have been organized.

Initially, feedback might be requested from other project members and in particular the Project Co-ordinator. This process does not necessarily begin when a draft has been completed but is more likely to be ongoing as the unit is developed. A completed

or partially completed draft might also be circulated to project staff in other study areas for comment. Scholars working in the particular area studies will also be consulted regarding the specific subject matter that is being dealt with in the unit. After comments are received, a meeting of SPICE staff might be called to provide further feedback. No single unit need go through every feedback mechanism but the processes are available if needed and it is thought desirable.

External review of the materials is carried out during school try-outs. This is the real testing ground and the purpose is to provide feedback from those people who are going to be most affected by the materials: teachers and students. All SPICE materials must undergo field trials and often it is the unit developer who gets to trial them in the classroom. The feedback gained is then fed into the reworking process.

Reworking units becomes a matter of judging which feedback is important and what changes should be incorporated. The review process itself can often lead to conflicting points of view being given and it is the unit developer, in consultation with the Project Co-ordinator and the SPICE Director, who has to decide which views are the most helpful. For this reason, the reworking process might continue for some time as the developer seeks to reconcile conflicting views. At times the review process itself has to be reactivated in order to seek clarification and assistance.

The Unit is not necessarily completed when it is handed over to SPICE by the developer. Rather the production process must be

completed or in some cases started. The use of word processing technology has increased immensely the flexibility of this process because of SPICE's reliance on printed materials. Yet issues of format, organization, presentation and copyright must also be resolved before the final product is ready for widespread use.

Product development, then, is a lengthy process that can involve all members of the SPICE team even though the product is specifically related to only one area of study. It often involves unit developers working on their own and seeking feedback from a variety of sources. Some of these sources are found in CRIS and SPICE as well as elsewhere on the Stanford campus. Other sources are found outside, especially teachers and students in schools when the materials are being trialed. Products usually take some time to rework and are then subject to a final production process before they are ready for use. In general the processes of product development generally result in a final product that has the following features:

. SUGGESTED ACTIVITIES based on
. A SPECIFIC THEME accompanied by
. LEARNING OBJECTIVES that are to be met through
. INQUIRY LEARNING with a special emphasis on
. SLIDES AND PRINTED MATERIALS and also with
. INFORMATION FOR TEACHERS as well as
. RESOURCES NEEDED FOR THE UNIT, in all:
. A SELF-CONTAINED LEARNING PACKAGE

PRODUCT PROMOTION

The term 'product promotion' has strong marketing overtones about which some curriculum developers feel uneasy. Related terms often used to describe the same process are 'dissemination' and 'diffusion'. Whichever term is used, the underlying premise is the same: the process of product development is not in itself robust enough to ensure that products, once completed, will find their way into schools and be used. End-on strategies are needed to mobilize the products' use.

Presentations are made at local, state, and national conferences. They usually focus attention on either completed products or products in preparation. The audiences are usually teachers or other collegiate global educators. These presentations are designed to inform participants about the products and to establish links with those people who have an interest in global education. In this way, products are brought into the public domain so that potential users can become aware of them and make some assesment of the way they can be integrated into existing school programs.

Inservice education activities for teachers are provided by project staff in a variety of settings. In most cases the emphasis is on using SPICE products or on introducing teachers to the ideas behind a product's development. Activities are often organized through BAGEP and its network of teacher groups that have been established in school districts in Northern California. In recent times similar courses have also been organized outside of the local area and this trend will probably continue although

the local scene is always the main area of interest. Inservice education in these contexts serves the twin aims of product promotion and improving the global education skills of teachers. Unlike conference presntations, inservice activities allow for more interaction and hence represent different kinds of learning situtations.

General advisory services are provided by project staff when they are contacted by teachers for information concerning their specialty areas. Some projects have resource bibliographies that they are able to send out in answer to such requests. Other projects draw on their own personal knowledge and experience to recommend resources and suggest available approaches that might be used. One project has an extensive range of books and non-print resources available for loan. In all these ways, project staff are able to react to the immediate needs of teachers interested in the implementation of global education programs in their local situations.

The dissemination of ideas in this way is unplanned and very often spontaneous. Yet, like the previous processes mentioned, it may lead to the establishment of global education programs, or at least partial programs, as part of a school's curriculum. Its importance as part of the total curriculum development process is that it is user-initiated rather than developer initiated.

Inter-organizational co-operation also plays an important role in SPICE's product promotion activities. Such links are a recognition that curriculum development is a complex process involving not only the design of educational materials but also

their dissemination and implementation in school settings. Contacts with like-minded organizations have provided a variety of opportunities for extended product promotion.

A local materials resource center for global education materials has been established in San Francisco at the World Affairs Council, a component of BAGEP. Copies of SPICE materials are located there as are a range of other global education resources. Teachers in Northern California are able to borrow materials, often free of charge, for use in their classrooms. In particular, those school districts that have been involved in other BAGEP activities are encouraged to make use of the center. Information concerning the resource collection is conveyed to teachers through Colloquy, a publication produced by the World Affairs Council for BAGEP.

Contacts with schools and school districts is also facilitated through BAGEP. Organizational arrangements have been made in a number of school districts and counties for the development of global education teams in schools and for the provision of appropriate inservice and staff development activities. Funding for these has often been provided by BAGEP and increasingly it seems school and county disctict offices are willing to contribute to such activities. SPICE is able to gain direct access to schools and teachers as a result of these arrangements for field trials and inservice education.

Links beyond the San Francisco Bay Area are being established in an attempt to provide a larger user-base for SPICE products. In general, it has been decided that commercial distributors,

while having access to large national markets, are probably not an appropriate outlet for SPICE materials. Rather, attempts are being made to co-operate with the Center for the Teaching of International Relations at the University of Denver. The establishment of a nation-wide distribution network for selected units will represent the first step in setting up a national network.

Product promotion, at least as far as curriculum development is concerned, is not a neutral process and is not primarily concerned with increasing the volume of sales. Rather conference presentations, inservice education, general advisory services and inter-organizational co-operation have a single goal: to raise the consciousness of teachers about global education and in doing so, to contribute to the globalization of classrooms for students. This is a clear recognition on SPICE's part that it is the teacher who plays a crucial intervening role between any curriculum product and the students it is designed to influence. Thus product promotion seeks to contribute towards the education of the teacher who, in turn, has the responsibility for the education of his/her students.

## SOME CONCLUDING COMMENTS

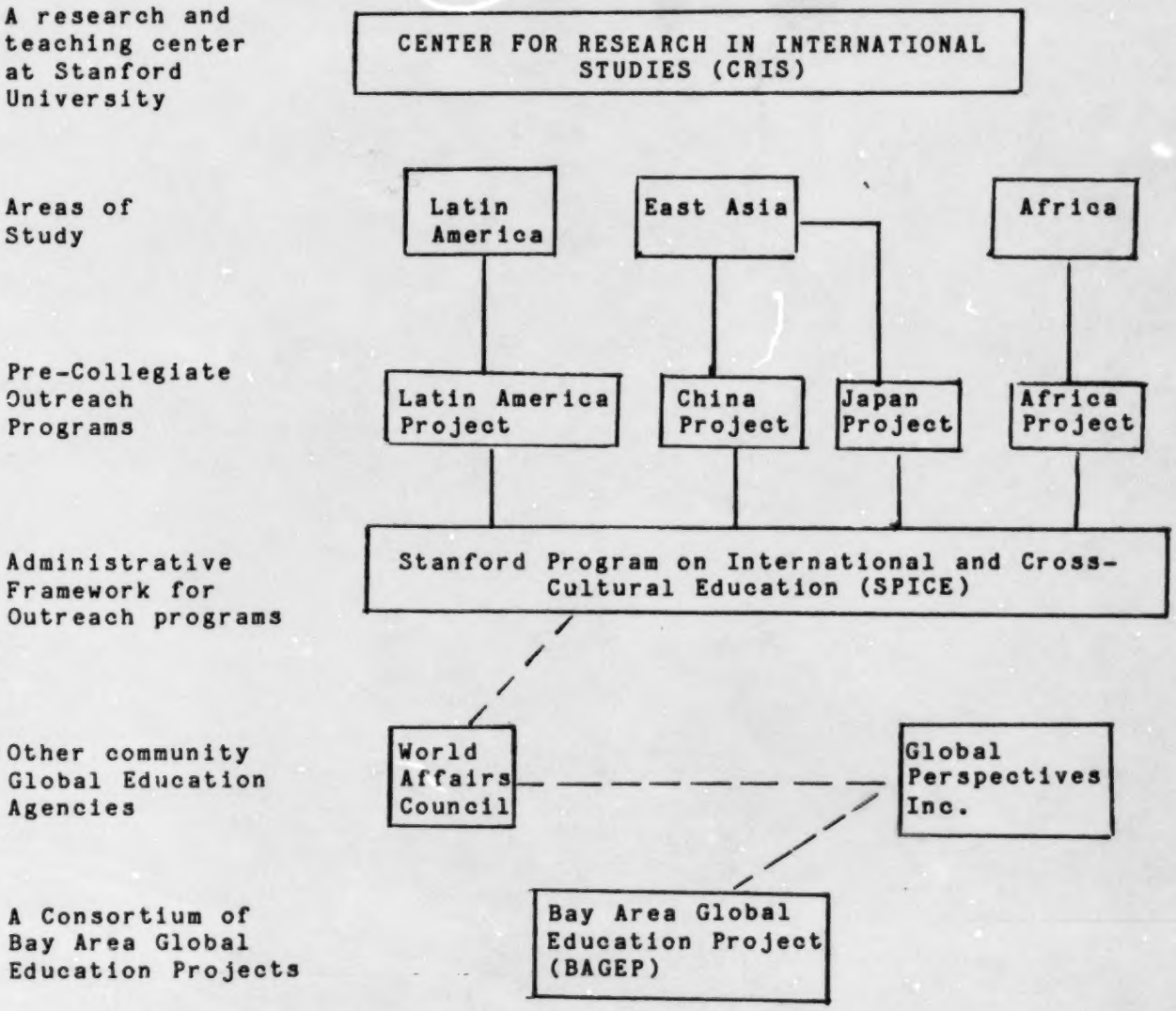
The purpose of this review has been to trace the process of curriculum development in SPICE. It has attempted to highlight those ideas and events that form part of the ongoing, daily activities of the program and their underlying assumptions. Project staff, of course, have always been aware of such realities; it should now be possible, however, for more of us to share those realities with them.

The role that SPICE has adopted is by no means an easy one. Operating as a buffer zone between collegiate and pre-collegiate education, the organization is attempting to build links between communities of educators who traditionally have seen little advantage to be gained from one another's company. SPICE must please both scholars and teachers while keeping the needs and interests of students clearly in view. At the same time, conceptual issues concerning the nature and purpose of international and global education are also there to be resolved. These are all elements of the curriculum development process in which SPICE is involved.

As an organization it has developed the strategies and mechanisms described in this paper to ensure the process is a continuing one. In an important sense, SPICE products represent a synthesis of all the elements of the curriculum development process. In that sense they are an important indication of the distance that has been travelled. They are also an indication of the road that lies ahead - a road that needs to be travelled not so much because additional products are needed but because expanded visions and ideas are always needed in the education of students.

# APPENDIX A

AN ORGANIZATIONAL STRUCTURE FOR PROMOTING
GLOBAL EDUCATION IN SCHOOLS


A research and teaching center at Stanford University
CENTER FOR RESEARCH IN INTERNATIONAL STUDIES (CRIS)
Areas of Study
Latin America
East Asia
Africa
Pre-Collegiate Outreach Programs
Latin America Project
China Project
Japan Project
Africa Project
Administrative Framework for Outreach programs
Stanford Program on International and Cross-Cultural Education (SPICE)
Other community Global Education Agencies
World Affairs Council
Global Perspectives Inc.
A Consortium of Bay Area Global Education Projects
Bay Area Global Education Project (BAGEP)